

**Journeys Third Grade-Unit 2 Performance Task**  
**Unit Topic : Express Yourself**  
**Length: Five-Six Weeks**  
**Lessons 6, 7, 9, 10**

**Reading Standards**

**RI.3.1 Ask and answer questions to demonstrate understanding of a text,referring explicitly to the text as the basis for the answers.**

**RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.**

**Writing Standards**

**W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.**

**a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.**

**b. Provide reasons that support the opinion.**

**c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.**

**d. Provide a concluding statement or section.**

### Listening & Speaking Standards

**SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).**
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.**
- d. Explain their own ideas and understanding in light of the discussion.**
- e. Seek to understand and communicate with individuals from different cultural backgrounds.**

### Language Standards

**L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them)**

<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>➤ We communicate in many different ways</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ How many ways can we communicate?</li> <li>➤ What clues in a story help you figure out the sequence of events?</li> <li>➤ How do pictures help to tell a story?</li> <li>➤ How can a new invention cause people's lives to change?</li> <li>➤ Why are details important in a biography</li> </ul>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Sequence of Events</li> <li>➤ Text and Graphic Features</li> <li>➤ Cause and Effect</li> <li>➤ Main Ideas and Details</li> </ul> <p><b>Genre:</b></p> <ul style="list-style-type: none"> <li>➤ Humorous Fiction</li> <li>➤ Informational Text</li> <li>➤ Realistic Fiction</li> <li>➤ Biography</li> </ul>	
<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>➤ Lesson 6: collect, scrambled, orders, sorted, ragged, rapidly, continued, darted</li> <li>➤ Lesson 7: tracing, imagine, illustrate, scribbles, sketches, research, textures, tools</li> <li>➤ Lesson 9: familiar, jerky, vacant, rickety, blurry, rude, blasted, applause</li> <li>➤ Lesson 10: signal, genius, gadget, invention, laboratory, experiment, occasional, electric</li> <li>➤ Additional Vocabulary Learned:</li> </ul> <p><b>*Note:</b> Please add additional vocabulary student learned during class not included.</p>	

**Weekly & Benchmark Assessments on Skill:**

**Assessment 1**

**Assessment 2**

**Assessment 3**

**Assessment 4**

**Formative Assessments:**

**Writing Assessment #1**

**Writing Assessment # 2**

**Scaffolded Support:**

- **Leveled Readers**-are sheltered text that connects to the main selection's topic, vocabulary, skill and strategy.
- **Vocabulary in Context Cards** - Provide Visual support and additional practice for Target vocabulary.
- **ELL**-There are notes throughout the TE that scaffold instruction for each language proficiency .

**Resources:**

**Student Self Edit Checklist**

**Suggested Readings:**

*Max's Words* By Kate Banks

*What do Illustrators Do?* By Eileen Christelow

*Kamishibai Man* by Allen Say

*Young Thomas Edison* by Michael Dooling

**Websites**

**Rubric**

<http://pblchecklist.4teachers.org/checklist.shtml>



**Inventions:**

<http://www.kidskonnnect.com/subjectindex/15-educational/science/86-inventors-a-inventions.html>

**Independent Activities: T10-T11, T100-101, T276-277, T366-367**  
**Comprehension Work Station and Think and Write**  
**Launch Comprehension Activities-** student can practice and apply skills

**Student eBook-** Student can read and listen to selection and skill lesson

**Writesmart-Weekly writing model practice**

**Audiotext CD or online-** Listen to books or selections

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**Teacher Guide-Unit 2- Back of Book-**

**You do not have to use these rubrics. You can modify/adapt to make it what you need for your students/class**

**R12- Using Rubrics**

**R13- Retelling and Summarizing Narratives Rubric**

**R14-Summarizing Nonfiction Rubric**

**R15-Giving Presentations Rubrics**

**R16-Writing Rubrics**

**Field Trip:**

**\*Please add other resources not included.**

**Performance Task:**

We have learned about the different ways that people use to communicate. We have read *What do Illustrators Do?*, *Kamishibai Man* and *Young Thomas Edison*. Write an opinion paragraph that tells the reader about a method of communication that is most interesting to you.

In your paragraph

1. Introduce the topic or text you are writing about
2. State your opinion on which method of communication is most interesting
3. Create an organized structure and give at least 2 reasons why that support your opinion.
4. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
5. Provide a concluding statement or section

**\* Note:** All students will present their projects either independently or within a group. Be sure to review and include a rubric for speaking and listening.

Third Grade-Unit 2 Express Yourself We communicate in Many Ways							Target Skill: Sequence of Events Target Strategy: Question Target vocabulary: collect, scrambled, orders, sorted, ragged, rapidly, continued, darted			
Lesson 6-Week 1 Reading	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:				
Whole Group/ Small Group-Use Leveled readers & Blackline masters.	TE-xvi-xvii-Launch the Unit  Opening Routines-T12  Daily Vocabulary Boost TE pg. 13 -- Vocabulary in Context TE pgs. 16-17  Pre-Assessment 1-Weekly Test Lesson 6	Vocabulary Review  Opening Routines-T22  Read Aloud/Listening Comprehension: The Storytelling Stone TE: pgs. 14-15  Projectable 6.1  Small Groups	Daily Vocab Boost-T23  Develop Background: T24-25	Vocabulary Review  Introduce Comprehension: TE: pgs. 26-27 *See Skill Trace Proj. 6.4 T-Map *Leveled Prac- Grab & Go ----- Small Groups	Introduce the Main Selection T28-41 “Max’s Words” Audio CD- Blackline Master 6.2 Proj 6.5a/6.5b/ 6.5c/  ----- Small Groups	* Have students complete a weekly-to-do list. Keep it posted in the room. * Have students fill out Reading Log. *Teacher Reflection				
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	<u>CC Standards:</u>  O.R: RF.3.3c Vocab: L.3.4a, L.3.5b, L.3.6	<u>CC Standards:</u>  R.A: RF.3.4b, SL.3.1c Vocab: L.3.4a, L.3.5b, L.3.6	<u>CC Standards:</u>  D.B: L.3.5b, L.3.6 Vocab: L.3.4a, L.3.5b, L.3.6	<u>CC Standards:</u> R.L. 3.1 Vocab: L.3.4a, L.3.5b, L.3.6	<u>CC</u> Standards: Read: R.L.3.1, RL.3.4, RL.3.7,RL.3. 10,RF.3.3c, SL.3.1a, L.3.3a					

Third Grade-Unit 2 Express Yourself We communicate in many ways							Target Skill: Text and Graphic Features Target Strategy: Question Target vocabulary: shaped, deepest, branches, pond, hang, breaks, winding		
Lesson 6-Week 2 Reading	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:			
Whole Group/ Small Group-Use Leveled readers & Blackline masters.	Opening Routines- T44 Daily Vocabulary Boos-T45  _____  <i>CC Standards:</i> <i>O.R: RF.3.3c, L.3.5b</i> <i>Vocab: L.3.4a, L.3.5b, L.3.6</i>	Deepen Comprehension: TE: pgs. 48-49 Prac. P. 78  *Skills Trace	Opening Routine- T52  Daily Vocabulary Boost: T53	Opening Routines: T60  Daily Vocabulary Boos TE pgs. 61 Connect and Extend -Reading Log	Connect and Extend TE pgs. 62-63  Post Assessment Weekly Test 6.4-6.5 T.- 71	* Have students complete a weekly-to- do list. Keep it posted in the room. * Have students fill out Reading Log. *Teacher Reflection			
		<i>CC Standards:</i> <i>SL.3.1a</i>	<i>CC Standards:</i> <i>O.R: RF.3.3c</i> <i>Vocab: L.3.4a, L.3.5b, L.3.6</i>	<i>CC Standards:</i> <i>O.R: RF.3.3c</i> <i>C&amp;E: S.L.3.1a, SL.3.5</i> <i>Vocab: L.3.4a, L.3.5b, L.3.6</i>	<i>CC Standards:</i> <i>C&amp;E: S.L.3.1a, SL.3.5</i>				

Third Grade- Unit Express Yourself We communicate in many ways Paired Selections:							Target Skill: Text and Graphic Features Target Strategy: Analyze/Evaluate Target vocabulary: tracing, imagine, illustrate, scribbles, research, sketches, textures, tools						
Lesson 7-Reading		Monday		Tuesday		Wednesday		Thursday		Friday		Notes:	
		Opening Routines-T102-		Vocabulary Review		Opening Routines T112		Introduce Comprehension: TE: pgs. 116-117		Opening Routines: T- 132			
		Daily Vocabulary Boost- T103		Read Aloud: Louis Braille: Boy Inventor TE: pgs. 104-05		Daily Vocab Boos- T113		- Main Selection: What do Illustrators do?		Daily Vocabulary Boost- T-133			
		T106-107-Vocabulary in Context				Develop Background T-114- 115		TE: pgs. 118-129		CC Standards:			
		CC Standards:		CC Standards:		CC Standards:		Proj.-7.5a/7.5b/7.5c		CC Standards:			



Third Grade-Unit 2 Express Yourself We communicate in many ways Lessons 9 Main Selection: Kamishibai Man /True Story of Kamishibai		Target Skill: Cause and Effect Target Strategy: Monitor and Clarify Target vocabulary: familiar, jerky, vacant, rickety, blurry, rude, blasted, applause			
Lesson 9 Reading	Monday	Tuesday	Wednesday	Thursday	Friday
Whole Group/ Small Group-Use Leveled readers & Blackline masters.	<b>Opening Routines- T278</b> <b>Daily Vocabulary Boos- T279</b> <b>Vocab Cards 65-72</b>  <b>Introduce Vocabulary: T282-83</b>  <b>CC Standards:</b>	<b>Vocabulary Review</b>  Read Aloud/ Listening Comprehension <b>TE: pgs. 280-81</b> <b>Proj. 9.1</b>  <b>CC Standards:</b>	<b>Opening Routines: T288</b> <b>Daily Vocab Boost: T 289</b>  <b>Develop Background T290-91</b>  Introduce Comprehension T292-93  <b>CC Standards:</b>	Review of previous day.  Introduce the main selection: T294-306 Blackline Master 9.2 Proj. 9.5a, b, c  <b>CC Standards:</b>	Week Review/ Your Turn-T306-07  <b>Post Assessment Weekly Test 6.4-6.5 T.- 71</b>  <b>CC Standards:</b>
					Notes:  * Have students complete a weekly-to- do list. Keep it posted in the room. * Have students fill out Reading Log. *Teacher Reflection

<b>Third Grade- Unit</b> <b>Express Yourself</b> <b>We communicate in many ways</b> <b>Paired Selections:</b>		<b>Target Skill: Text and Graphic Features</b> <b>Target Strategy: Analyze/Evaluate</b> <b>Target vocabulary: tracing, imagine, illustrate, scribbles, sketches, research, textures, tools</b>			
Lesson 9	Monday	Tuesday	Wednesday	Thursday	Friday
	<b>Opening Routines-T310-</b> <b>Daily Vocabulary Boost-</b> <b>T311</b> <b>Deepen Comprehension:</b> <b>T314-15</b> <b>Proj. 9.8</b> <b>Skill Trace-view</b> <b>Grab &amp; Go P. 120</b> <hr/> <b>CC Standards:</b>	<b>Daily Vocabulary Boost: T319</b> <hr/> <b>Second Selection: The True Story of Kamishibai T320-21</b> <hr/> <b>CC Standards:</b>	<b>Vocab Strategies-T322-23</b> <b>Skills Trace</b> <b>Proj. 9.9</b> <b>Pract. Book</b> <b>P. 123</b> <hr/> <b>CC Standards:</b>	<b>Opening Routines: T326</b> <b>Daily Vocab. Boost-T327</b> <b>Connect and Extend T328-29</b> <hr/> <b>CC Standards:</b>	<b>Connect and Extend: T328-29</b> <hr/> <b>CC Standards:</b>
					Notes:

Third Grade-Unit 2		Target Skill: Main Ideas and Details				
Express Yourself		Target Strategy: Summarize				
We communicate in many ways		Target vocabulary: signal, genius, gadget, invention, laboratory, experiment, occasional, electric				
Lessons 10		Main Selection: Young Thomas Edison /Moving Pictures				
Lesson 10	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Whole Group/ Small Group-Use Leveled readers & Blackline masters.	<b>Opening Routines-</b> <b>T368</b> <b>Daily Vocabulary Boos-</b> <b>T369</b> <b>Vocab Cards 73-80</b>  <b>Introduce Vocabulary:</b> <b>T372-73</b>  <b>CC Standards:</b>	<b>Vocabulary Review</b>  Read Aloud/ Listening Comprehension “Ryan Hreljac, Saving lives at Six” <b>TE: pgs. 370-71</b> <b>Proj. 10.1</b>  <b>CC Standards:</b>	<b>Opening Routines:</b> <b>T378</b> <b>Daily Vocab Boost:</b> <b>T 379</b>  <b>Develop</b> <b>Background</b> <b>T380-81</b>  Introduce Comprehension T382-83 Proj. 10.4 Prac. Book p. 129 Skills Trace  <b>CC Standards:</b>	Review of previous day.  Introduce the main selection: T384-395 Blackline Master 10.2 Proj.10.5a, b, c  <b>CC Standards:</b>	Week Review/ Your Turn-T396-97  <b>Post Assessment</b> <b>Weekly Test</b>  <b>CC Standards:</b>	* Have students complete a weekly-to- do list. Keep it posted in the room. * Have students fill out Reading Log. *Teacher Reflection

<b>Third Grade- Unit</b> <b>Express Yourself</b> <b>We communicate in many ways</b> <b>Paired Selections:</b>		<b>Target Skill: Text and Graphic Features</b> <b>Target Strategy: Analyze/Evaluate</b> <b>Target vocabulary: tracing, imagine, illustrate, sketches, research, textures, tools</b>			
Lesson 10	Monday	Tuesday	Wednesday	Thursday	Friday
	<b>Opening Routines-T400-</b> <b>Daily Vocabulary Boost-</b> <b>T401</b> <b>Deepen Comprehension:</b> <b>T404-05</b> <b>Proj. 10.8</b> <b>Skill Trace-view</b> <b>Grab &amp; Go P. 120</b> <b>Pract. Book-p134</b> <hr/> <b>CC Standards:</b>	<b>Opening Routines: T</b> <b>408</b> <b>Daily Vocabulary</b> <b>Boos-T409</b> <hr/> <b>CC Standards:</b>	<b>Second Selection:</b> <b>Moving Pictures</b> <b>T410-11</b> <b>Making</b> <b>Connections</b> <hr/> <b>CC Standards:</b>	<b>Vocab. Strategies</b> <b>T. 412-13</b> <b>Connect and</b> <b>Extend T328-29</b> <hr/> <b>CC Standards:</b>	<b>Opening Routines: T416</b> <b>Vocabulary Boost: T417</b> <b>Connect and Extend:</b> <b>T418-19</b> <hr/> <b>CC Standards:</b>
					Notes:

Lesson 6-Week 1 Writing	Continue to Launch Unit	<p><b>Write to Respond:</b> Introduce the Model: Response paragraph T21-Proj. 6.3 Guided Practice</p> <p><b>Writing Prompt:</b> Tell how nature lets you know that winter is coming?</p> <hr/> <p><b>CC Standards:</b> W.3.4, W.3.5, L.3.2e</p>	<p><b>Write to Respond:</b> Focus Traits: Ideas T43 Prac. Book-p.74 p.75</p> <hr/> <p><b>CC Standards:</b> W.3.4, W.3.5, L.3.2e</p>	<p><b>Write to Inform:</b> T51 <b>Writing Prompt:</b> List three things you think people can learn from animals.</p> <hr/> <p><b>CC Standards:</b> W.3.4, W.3.5, L.3.2e</p>	Have students choose one of their writing prompts to practice revisions and editing
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Lesson 6-Week 2 Writing	<p><b>Write to Respond: Pre Write</b> <b>T51</b></p> <p><b>Writing Prompt:</b></p> <p>Write sentences about how your home keeps you safe.</p> <p><u>CC Standards:</u> <i>W.3.4, W.3.5, L.3.</i></p>	Use this time to catch up, reteach, extend. Etc.	<p><b>Write to Respond:</b> <b>Draft</b> <b>T59</b> <b>Proj. 6.11</b> <b>Pract. P. 82/83</b> <b>Writing Prompt:</b></p> <p>Write sentences about how your home keeps you safe.</p> <p><u>CC Standards:</u> <i>W.3.4, W.3.5, L.3.</i></p>	<p><b>Write to Respond:</b> <b>Revise/Edit</b> <b>TE: pg. 66-67</b> <b>Writing Traits Checklist</b> <b>Proj. 6.12</b></p> <p><u>CC Standards:</u> <i>W.3.4, W.3.5, L.3.</i></p>	<p><b>Revise and Edit</b> <b>TE: pg. 68-69</b></p> <p><u>CC Standards:</u> <i>W.3.4, W.3.5, L.3.</i></p>	Have students choose one of their writing prompts to practice revisions and editing
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<p><b>Lesson 7</b> <b>Writing</b></p>	<p><b>Write to Respond: Introduce the Model</b> T111 <b>Writing Prompt:</b></p> <hr/> <p><b>CC Standards:</b></p>		<p><b>Write to respond:</b> <b>Focus Trait:</b> <b>Organization</b> T131  <b>Prac:</b> p. 88 p. 90</p> <hr/> <p><b>CC Standards:</b></p>	<p><b>Write to Respond</b> T139 <b>Pre-write</b></p> <hr/> <p><b>CC Standards:</b></p>	<p><b>Write to Respond</b> T147-Draft/T154-55 <b>Revise and Edit</b></p> <hr/> <p><b>CC Standards:</b></p>	
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Lesson 9 Writing	<p><b>Write to Respond:</b> <b>Introduce the Model</b> T287</p> <p><b>Writing Prompt:</b></p> <hr/> <p><b>CC Standards:</b></p>	<p><b>Write to Respond:</b> Focus Trait: Organization</p> <hr/> <p><b>CC Standards:</b></p>	<p><b>Write to Respond:</b> Draft T59 Proj. 6.11 Pract. P. 82/83 <b>Writing Prompt:</b></p> <p>Write sentences about how your home keeps you safe.</p> <hr/> <p><b>CC Standards:</b></p>	<p><b>Write to Respond:</b> <b>Revise/Edit</b> TE: pg. 66-67 Writing Traits Checklist Proj. 6.12</p> <hr/> <p><b>CC Standards:</b></p>	<p><b>Revise and Edit</b> TE: pg. 68-69</p> <hr/> <p><b>CC Standards:</b></p>	Have students choose one of their writing prompts to practice revisions and editing
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<p><b>Lesson 9</b> <b>Writing</b></p>	<p><b>Write to Respond:</b> <b>Prewrite</b> T317 <b>Prac. Book-p.121</b> <b>Writing Prompt:</b></p> <hr/> <p><b>CC Standards:</b></p>		<p><b>Write to respond:</b> <b>Prewrite: T325</b> <b>Prac. Book-p. 124-25</b></p> <p><b>Prac: p. 88</b> <b>p. 90</b></p> <hr/> <p><b>CC Standards:</b></p>	<p><b>Write to Respond</b> T332-333 <b>Pre-write</b></p> <hr/> <p><b>CC Standards:</b></p>		
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Lesson 10 Writing	Write to Respond: Draft T377 Proj. 10.3 Writing Prompt:	Write to Respond: Focus Trait: Sentence Fluency T399 Prac. Book-p130 p132	Write to Respond: Draft T59 Proj. 6.11 Pract. P. 82/83 Writing Prompt:  Write sentences about how your home keeps you safe.	Write to Respond: Revise/Edit TE: pg. 66-67 Writing Traits Checklist Proj. 6.12	Revise and Edit TE: pg. 68-69	Have students choose one of their writing prompts to practice revisions and editing
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<p>Lesson 10 Writing</p>	<p>Write to Respond:Draft T407 Prac. Book-p.135 Writing Prompt:</p> <hr/> <p>CC Standards:</p>		<p>Write to respond:Draft and Revise T415 Prac. Book-p. 138- 39</p> <hr/> <p>CC Standards:</p>	<p>Write to Respond T422-23 Revise, Edit, Publish Proj. 10.10</p> <hr/> <p>CC Standards:</p>		
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# Home Letter

**Max's Words**  
Home Letter

## Dear Family,

During the next few weeks, we'll explore the theme **Express Yourself**. We'll read about people and characters who share their ideas and feelings. As we read, we'll explore the Big Idea "We communicate in many ways."

During this first week children will explore the question "What clues in a story help you figure out the sequence of events?" In the humorous fiction selection **Max's Words**, children will read about a young boy who collects words to help him write stories. We'll also read **Poems that Slither, Walk, and Fly**, which contains poems about a python, a giraffe, and a firefly!

## This week's...

**Target Vocabulary:** collect, scrambled, orders, sorted, ragged, rapidly, continued, darted

**Phonics Skill:** Words with the VCV pattern

**Vocabulary Strategy:** Suffixes *-er, -or*

**Comprehension Skill:** Sequence of events—tell the time order in which events happen

**Comprehension Strategy:** Question—ask questions before you read, while you read, and after you read

**Writing Focus:** Write to respond—response paragraph

## Activities to Do Together

### Vocabulary

Play a game in which you and your child create sentences that flow from one to the next and include a **Target Vocabulary** word. For example, you may begin by saying, "I used to *collect* coins." Your child might respond, "I *sorted* the coins."

### A Nod Is as Good as a Wink

Talk to your child about ways he or she communicates during the day. Talk about verbal and nonverbal forms of communication.

### Minding Your Ps and Qs

Explore what types of communication are appropriate for different places and situations. Then ask your child to write a short paragraph about a time he or she felt somebody communicated inappropriately. Have your child describe his or her feelings and how the situation might have been handled differently.



Go to the *Student eBook* to read and listen to this week's selection.

# Home Letter

**What Do Illustrators Do?**  
Home Letter

## Dear Family,

This week we will explore the question “How do pictures help to tell a story?” In the informational text selection **What Do Illustrators Do?** we’ll read about the methods and skills illustrators use to make stories come alive. We’ll also read the selection **Jack Draws a Beanstalk** and see how drawing makes this traditional fairy tale come alive.

### This week’s...

**Target Vocabulary:** tracing (paper), imagine, illustrate, scribbles, sketches, research, textures, tools

**Phonics Skill:** Words with three-letter clusters (*scr-, spr-, str-, thr-*)

**Vocabulary Strategy:** Synonyms

**Comprehension Skill:** Text and graphic features—tell how words and art work together

**Comprehension Strategy:** Analyze/evaluate—think about what you read and form an opinion about it

**Writing Focus:** Write to respond—compare and contrast paragraph

## Activities to Do Together

### Vocabulary

Ask your child to create quick sketches that can be labeled with this week’s **Target Vocabulary** words.

### Create a Scrapbook

Work with your child to create a scrapbook to describe a day in his or her life. You can use drawings or actual items. For example, you can either draw a picture of a movie stub or attach the stub itself. Help your child write captions for each item.

### A Life Without Letters

Ask your child to select an illustrated story and one with no pictures. Have your child write a paragraph that compares and contrasts the stories.



Go to the *Student eBook* to read and listen to this week’s selection.

# Home Letter

**Kamishibai Man**  
Home Letter

## Dear Family,

This week we'll explore the question "How can a new invention cause people's lives to change?" In the realistic fiction selection **Kamishibai Man**, children will read about a storyteller from Japan who finds that his stories—told with traditional Japanese scenes on paper—still bring delight to a contemporary audience. Children will also read the informational text **The True Story of Kamishibai**, which tells about this elegant Japanese storytelling tradition.

### This week's...

**Target Vocabulary:** familiar, jerky, vacant, rickety, blurry, rude, blasted, applause

**Phonics Skill:** Vowel diphthongs *ow, ou*

**Vocabulary Strategy:** Using a dictionary/glossary entry

**Comprehension Skill:** Cause and effect—tell how one event makes another happen and why

**Comprehension Strategy:** Monitor/clarify—as you read, find a way to clear up what doesn't make sense

**Writing Focus:** Write to respond—prewrite a response to literature (Reading/Writing Workshop)

## Activities to Do Together

### Vocabulary

Ask your child to use this week's **Target Vocabulary** words to tell about a favorite story.

### Traditions from Around the World

Talk with your child about traditions from different parts of the world, such as playing with a *piñata* or listening to Irish music.

### Review *The Kamishibai Man*

Ask your child to write a review of *The Kamishibai Man*, telling what parts he or she liked best and why.



Go to the *Student eBook* to read and listen to this week's selection.

# Home Letter

**Young Thomas Edison**  
Home Letter

## Dear Family,

During the final week of this unit, we'll think about how technology helps us share ideas and be creative in new ways. We'll explore the question "Why are details important in a biography?" In the biography **Young Thomas Edison**, children will learn about one of the world's most brilliant inventors. Children will also read the informational text **Moving Pictures**, which explains movie technology old and new.

### This week's...

**Target Vocabulary:** signal, genius, gadget, invention, laboratory, experiment, occasional, electric

**Phonics Skill:** Words with *au*, *aw*, *al*, *o*

**Vocabulary Strategy:** Categorize and classify

**Comprehension Skill:** Main ideas and details—tell important ideas and details about a topic

**Comprehension Strategy:** Summarize—tell the important parts of the text in your own words

**Writing Focus:** Write to respond—edit/revise a response to literature (Reading/Writing Workshop)

## Activities to Do Together

### Vocabulary

See how many of this week's **Target Vocabulary** words you and your child can use to make up a story about a mad inventor!

### Learning.com

Talk with your child about recent inventions and technologies that have changed the way people learn and communicate with each other. Tell your child which of these technologies weren't around when you were a kid!

### Eureka!

Have your child jot down the qualities that might help someone become a great inventor. Then ask your child to present this information in a short essay.



Go to the *Student eBook* to read and listen to this week's selection.



Name \_\_\_\_\_

# Reading Log

Title \_\_\_\_\_ Author \_\_\_\_\_

Date \_\_\_\_\_ Pages \_\_\_\_\_

Write a summary of the pages you read. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_ Pages \_\_\_\_\_

Write a summary of the pages you read. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_ Pages \_\_\_\_\_

Write a summary of the pages you read. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Questions for Discussion

What was your favorite part of the book? \_\_\_\_\_

\_\_\_\_\_  
What did you enjoy about the author's writing? \_\_\_\_\_\_\_\_\_\_  
Would you recommend this book to a friend? Why or why not? \_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Listening Log

Title \_\_\_\_\_

## Set a Purpose for Listening

Good listeners first think about why they are listening.

Here are some reasons for listening.

\_\_\_\_ I listen to be entertained or for fun.

\_\_\_\_ I listen to be informed or to learn new information.

\_\_\_\_ I listen to enjoy rhyme, rhythm, or special words.

Notes \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Tips for Listening

Good listeners follow these tips for listening carefully.

Check the items to show how well you listened.

\_\_\_\_ I set a purpose for listening.

\_\_\_\_ I watched the speaker or reader.

\_\_\_\_ I paid attention to pictures or props.

\_\_\_\_ I wrote down questions I wanted to ask later.

Notes \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Proofreading Checklist

**Read each question below. Then check your paper. Correct any mistakes you find. After you have corrected them, put a check mark in the box next to the question.**













- ☐ 1. Did I indent each paragraph?
- ☐ 2. Does each sentence tell one complete thought?
- ☐ 3. Do I have any run-on sentences?
- ☐ 4. Did I spell all words correctly?
- ☐ 5. Did I use capital letters correctly?
- ☐ 6. Did I use punctuation marks correctly?
- ☐ 7. Did I use commas and apostrophes correctly?

**Is there anything else you should look for? Make your own proofreading checklist.**

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Proofreading Marks

Mark	Explanation	Examples
	Begin a new paragraph. Indent the paragraph.	 The boat finally arrived. It was two hours late.
	Add letters, words, or sentences.	<sup>best</sup> My friend ate lunch with me <sup>o</sup> day.
	Take out words, sentences, and punctuation marks. Correct spelling.	We <del>looked at and</del> admired the model airplanes.
	Change a lowercase letter to a capital letter.	New York <u>city</u> is exciting.
	Change a capital letter to a lowercase letter.	The <del>F</del> ireflies blinked in the dark.
	Add quotation marks.	“Where do you want the piano?” asked the movers.
	Add a comma.	Carlton <sup>,</sup> my cat <sup>,</sup> has a mind of his own.
	Add a period.	Put a period at the end of the sentence <sup>.</sup>
	Reverse letters or words.	Read <u>carefully</u> the instructions.
	Add a question mark.	Should I put the mark here?
	Add an exclamation mark.	Look out below!

Name \_\_\_\_\_ Date \_\_\_\_\_

# Writing Conference Form

**Writing assignment:** \_\_\_\_\_**Read your draft and complete items 1–2.**

1. What part of your draft do you feel is well done?

\_\_\_\_\_

2. What part of your draft would you like to improve?

\_\_\_\_\_

**Meet with a partner and use questions 3–6 to discuss each other's writing.**

3. What is the most important idea in your writing?

\_\_\_\_\_

\_\_\_\_\_

4. How could you change your writing to make it easier for your reader to understand?

\_\_\_\_\_

\_\_\_\_\_

5. What are some examples of strong word choices?

\_\_\_\_\_

\_\_\_\_\_

6. I will improve my draft by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Writing Rubric

Use this rubric to evaluate your writing. Circle a number in each row to rate your writing. Then revise to improve your score.

	Score 4	Score 3	Score 2	Score 1
<b>Focus and Ideas</b>	<b>4</b> My writing is on topic, complete, and my ideas are well developed.	<b>3</b> My writing is mostly on topic, complete, and most of my ideas are developed.	<b>2</b> My writing is not always on topic. It is somewhat complete, but ideas are not developed.	<b>1</b> My writing is not on topic, does not seem complete, and ideas are not clear.
<b>Organization</b>	<b>4</b> Ideas and details are clear and well organized.	<b>3</b> Ideas and details are mostly clear and organized.	<b>2</b> Ideas and details are not always clearly organized. Some ideas are too wordy.	<b>1</b> Ideas and details are not clearly organized or connected.
<b>Voice</b>	<b>4</b> My voice connects with the reader and sounds personal and unique.	<b>3</b> My voice connects with the reader and sounds mostly personal and unique.	<b>2</b> My voice may connect with the reader but does not sound personal or unique.	<b>1</b> My voice does not connect with the reader. It does not sound personal or unique.
<b>Word Choice</b>	<b>4</b> My writing includes vivid verbs, strong adjectives, and specific nouns.	<b>3</b> My writing includes some vivid verbs, strong adjectives, and specific nouns.	<b>2</b> My writing includes mostly simple nouns and verbs, and may have some adjectives.	<b>1</b> My writing includes only simple nouns and verbs, and some of them are incorrect.
<b>Sentence Fluency</b>	<b>4</b> There is a variety of complete sentences that flow together smoothly.	<b>3</b> There is some variety of mostly complete sentences. Some parts flow smoothly.	<b>2</b> There are mostly simple sentences, and some of these are incomplete.	<b>1</b> Sentences have no variety. Incomplete sentences make the writing hard to understand.
<b>Conventions</b>	<b>4</b> There are no errors in grammar, spelling, capitalization, or punctuation.	<b>3</b> There are few errors in grammar, spelling, capitalization, or punctuation.	<b>2</b> There are some errors in grammar, spelling, capitalization, or punctuation.	<b>1</b> There are many errors in grammar, spelling, capitalization, or punctuation.

## Instructional Routine 14:

## Vocabulary in Context Cards

**Purpose:** Use this routine to help students deepen their understanding of vocabulary words.

1	<ul style="list-style-type: none"> <li>Display the <b>Vocabulary in Context Card</b> and read aloud the word.</li> <li>Have students repeat the word.</li> <li>Discuss the phonics and structural cues, including sound/spelling patterns.</li> </ul>	<p>This word is <i>create</i>.</p> <p>What's the word? <i>create</i></p>
2	<ul style="list-style-type: none"> <li>Read aloud the explanation under <i>What Does It Mean?</i> on the back of the card.</li> </ul>	<p>When you create something, you make it.</p>
3	<ul style="list-style-type: none"> <li>Have students read aloud the sentence on the front of the card.</li> <li>Use the picture and the sentence together to help students understand the word.</li> </ul>	<p>Some artists create things out of junk. This statue was made of recycled trash.</p> <p>What do the picture and the context sentence tell us about the word?</p>
4	<ul style="list-style-type: none"> <li>Point out any Spanish cognates.</li> </ul>	<p>The Spanish cognate of <i>create</i> is <i>crear</i>.</p>
5	<ul style="list-style-type: none"> <li>Read aloud the sentences under <i>Think About It</i> on the back of the card.</li> </ul>	<p>What would you like to create?</p>
6	<ul style="list-style-type: none"> <li>Have students use the word in sentences.</li> </ul>	<p>Now use <i>create</i> in a sentence. Possible response: I like to create funny songs.</p>
7	<ul style="list-style-type: none"> <li>Give partners or small groups one or two <b>Vocabulary in Context Cards</b>.</li> <li>Help students, as necessary, as they begin working on the <i>Talk It Over</i> activity on the back of the card.</li> </ul>	
8	<ul style="list-style-type: none"> <li>Have students complete the activities for all of the lesson's cards during the week.</li> </ul>	

Name \_\_\_\_\_ Date \_\_\_\_\_

**Column Chart:** \_\_\_\_\_

Title or Topic \_\_\_\_\_




Name \_\_\_\_\_ Date \_\_\_\_\_

**Column Chart:** \_\_\_\_\_**Title or Topic** \_\_\_\_\_

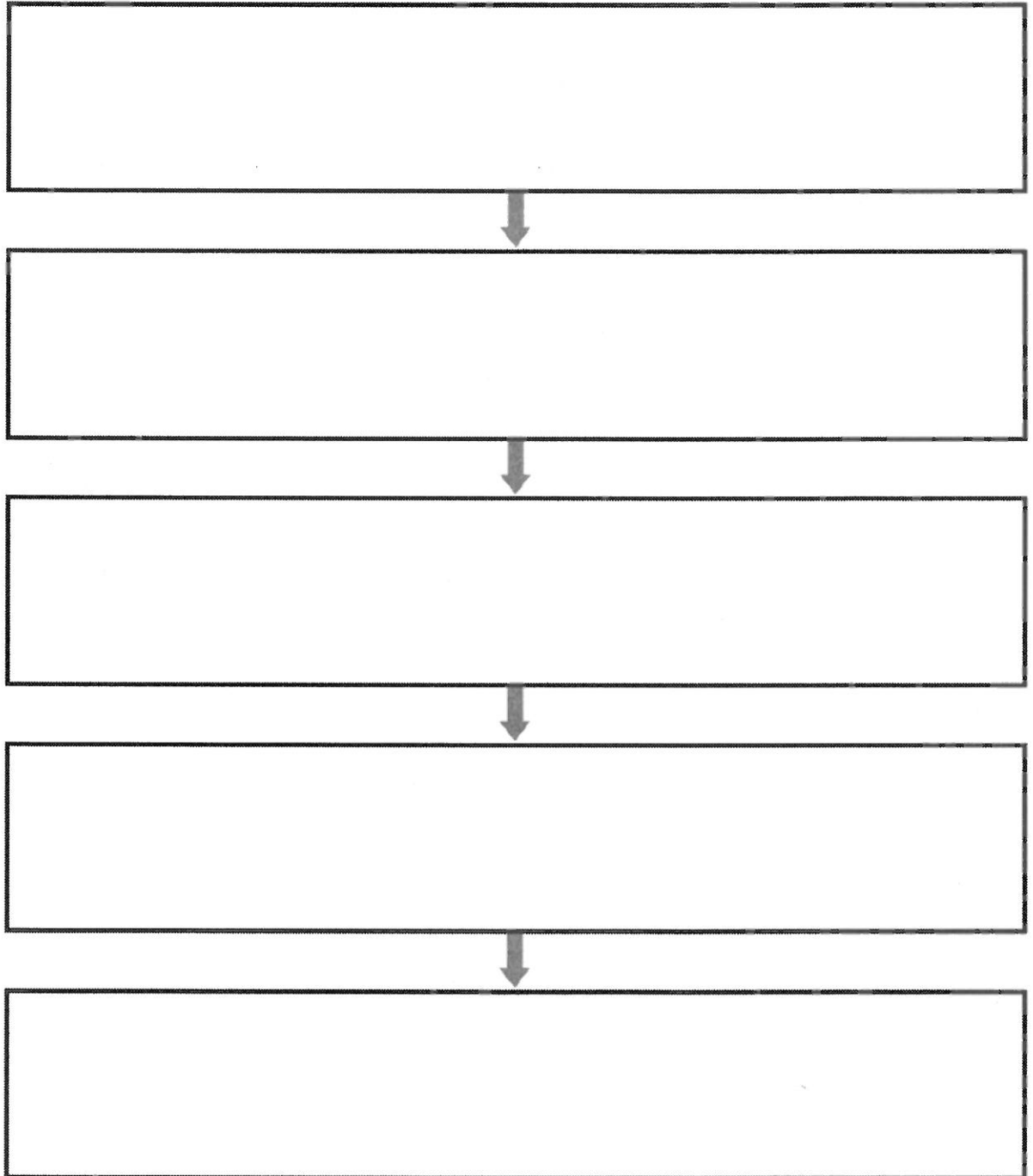
<b>Character Detail</b>	<b>My Own Experience</b>	<b>Inference About Character</b>
character _____		
character _____		
character _____		

Name \_\_\_\_\_ Date \_\_\_\_\_

**Feature Map:** \_\_\_\_\_

**Title or Topic** \_\_\_\_\_

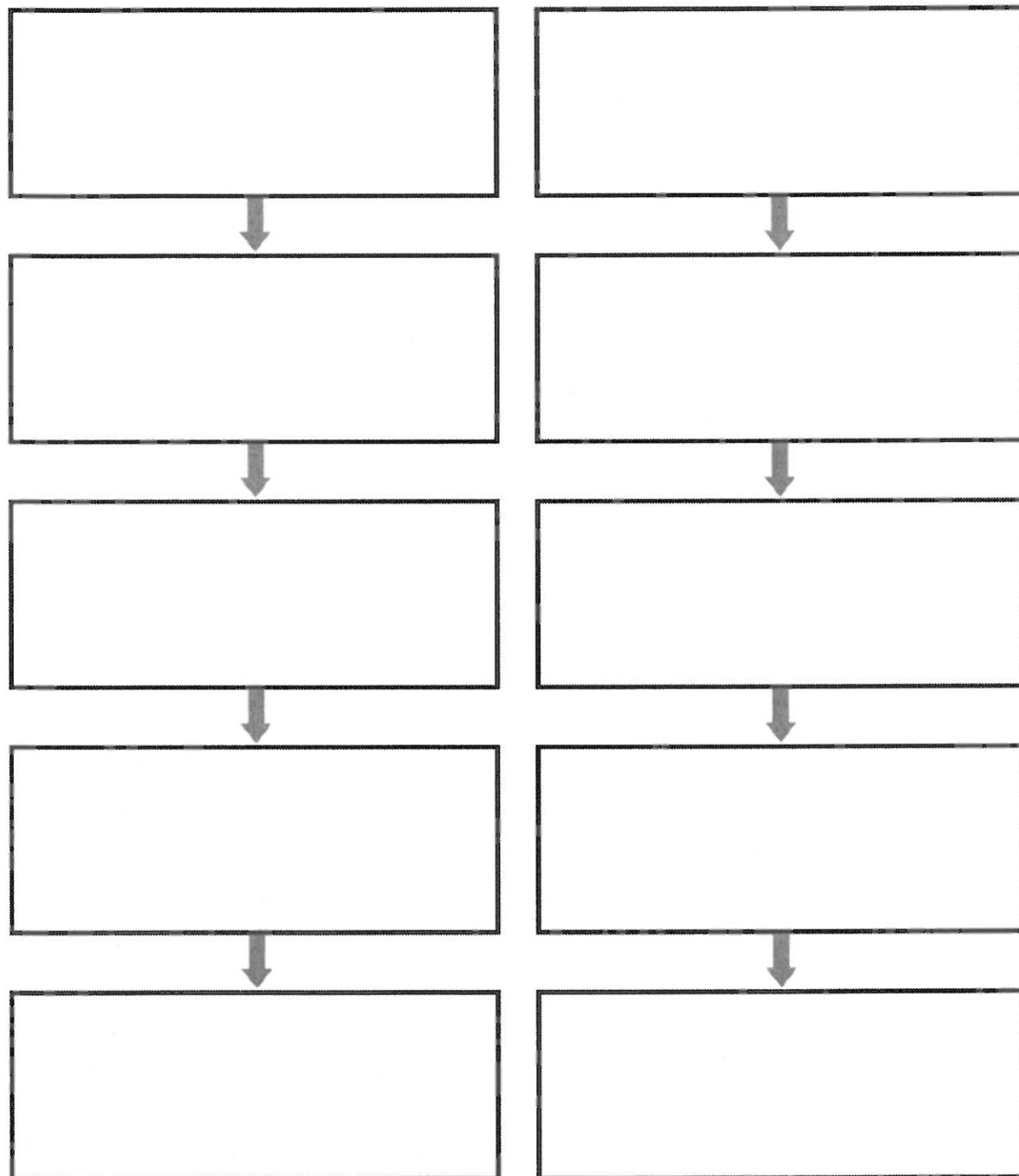

Name \_\_\_\_\_ Date \_\_\_\_\_

**Flow Chart:** \_\_\_\_\_**Title or Topic** \_\_\_\_\_

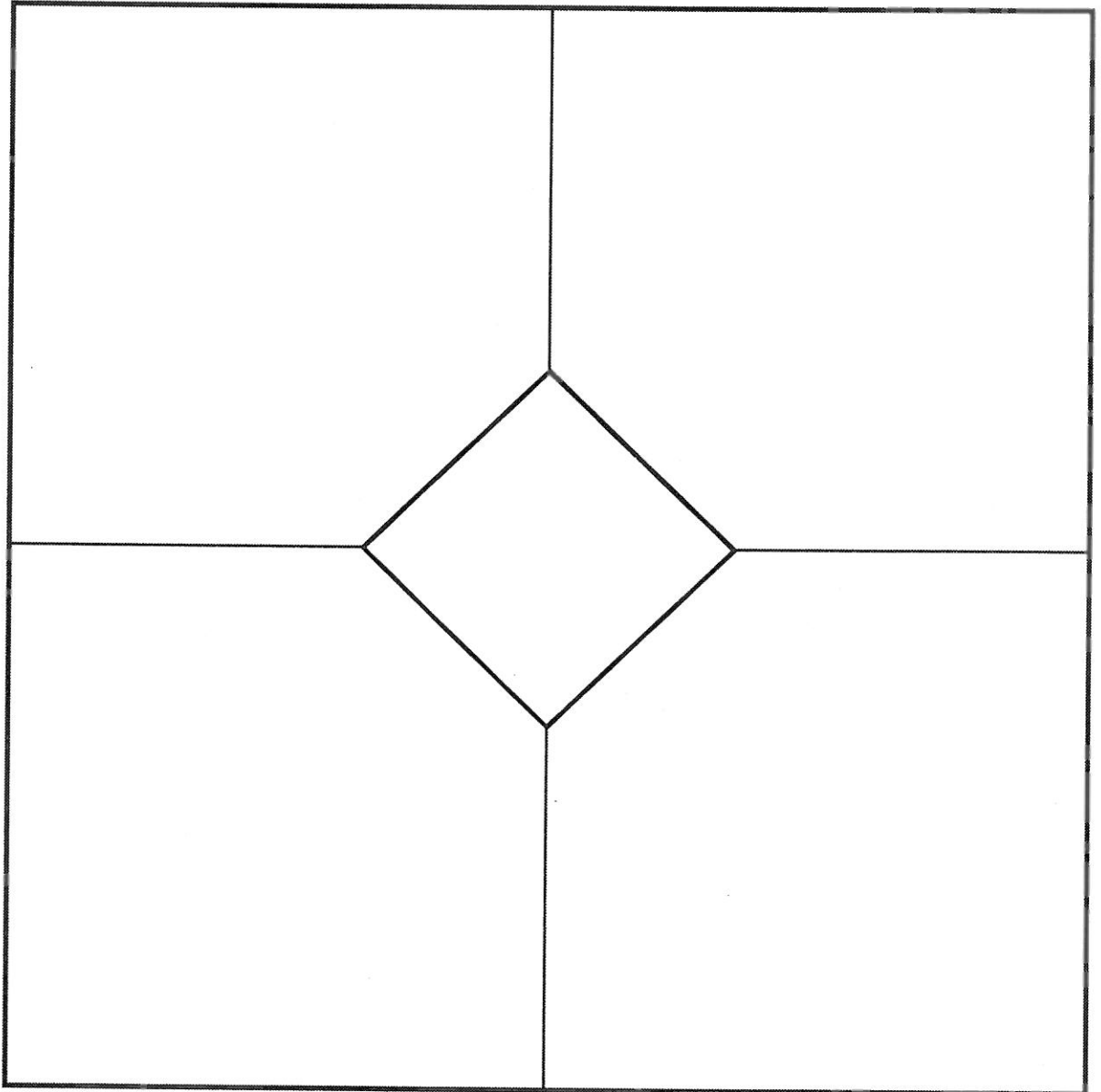
Name \_\_\_\_\_ Date \_\_\_\_\_

**Flow Chart:** \_\_\_\_\_

**Title or Topic** \_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

**Four-Square Map:** \_\_\_\_\_**Title or Topic** \_\_\_\_\_

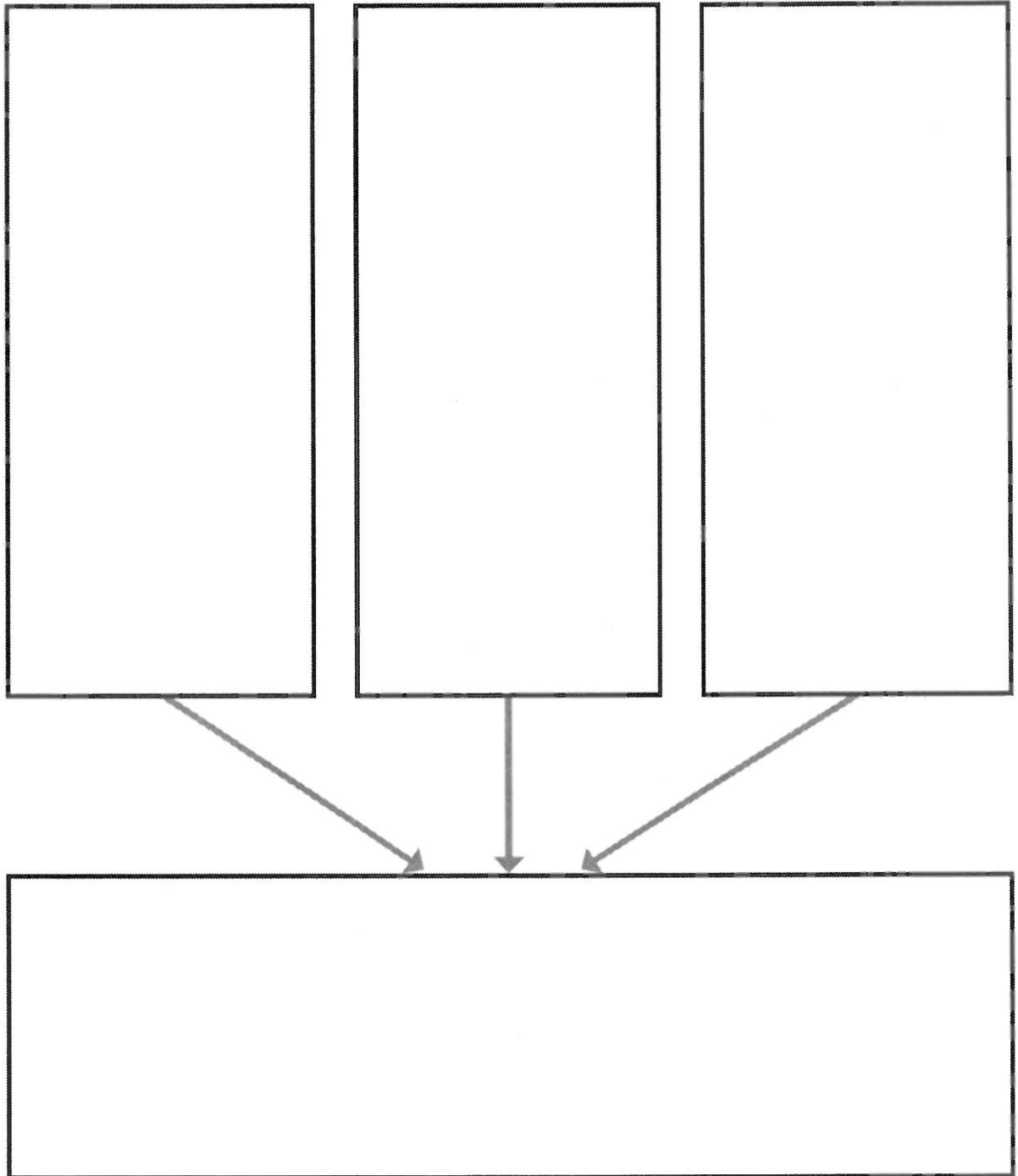
Name \_\_\_\_\_ Date \_\_\_\_\_

# Idea-Support Map: \_\_\_\_\_

Title or Topic \_\_\_\_\_

The diagram consists of a vertical line on the left with four arrows pointing to the right. Each arrow points to the left side of one of four horizontal rectangular boxes stacked vertically on the right. The top box is connected to the top arrow, the second box to the second arrow, the third box to the third arrow, and the bottom box to the bottom arrow.

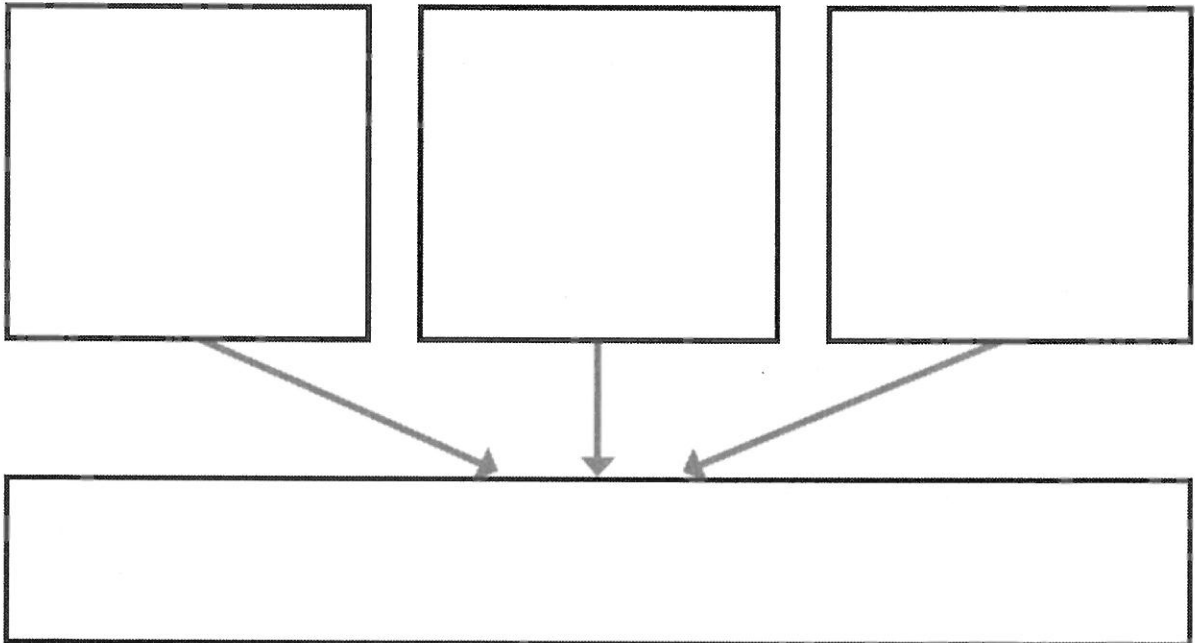
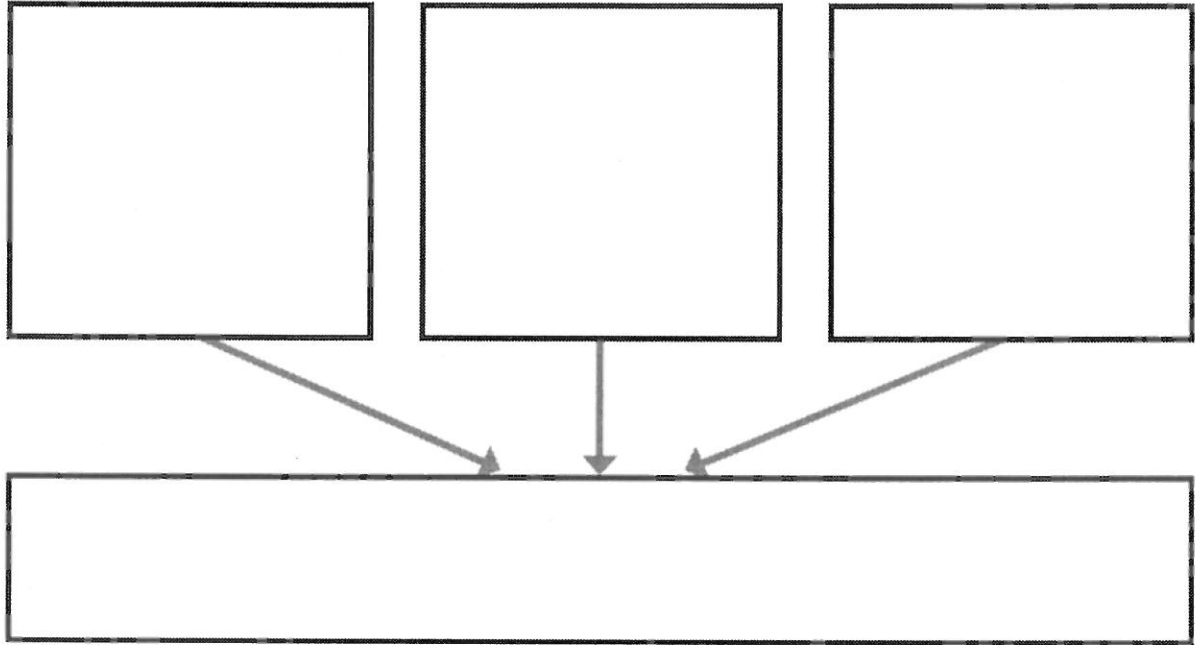
Name \_\_\_\_\_ Date \_\_\_\_\_

**Inference Map:** \_\_\_\_\_**Title or Topic** \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Inference Map: \_\_\_\_\_

Title or Topic \_\_\_\_\_





Name \_\_\_\_\_ Date \_\_\_\_\_

**Story Map:** \_\_\_\_\_

Title \_\_\_\_\_

<b>Setting</b>	<b>Characters</b>
<b>Plot</b>	
<b>Beginning</b>	
<b>Middle</b>	
<b>End</b>	

Name \_\_\_\_\_ Date \_\_\_\_\_

**Story Map:** \_\_\_\_\_

Title \_\_\_\_\_

<b>Setting</b>	<b>Characters</b>
<b>Plot</b>	
<b>Problem (Conflict)</b>	
<b>Events</b>	
<b>Solution (Resolution)</b>	

Name \_\_\_\_\_ Date \_\_\_\_\_

**T-Map:** \_\_\_\_\_

**Title or Topic** \_\_\_\_\_


Name \_\_\_\_\_ Date \_\_\_\_\_

**T-Map:** \_\_\_\_\_

**Title or Topic** \_\_\_\_\_

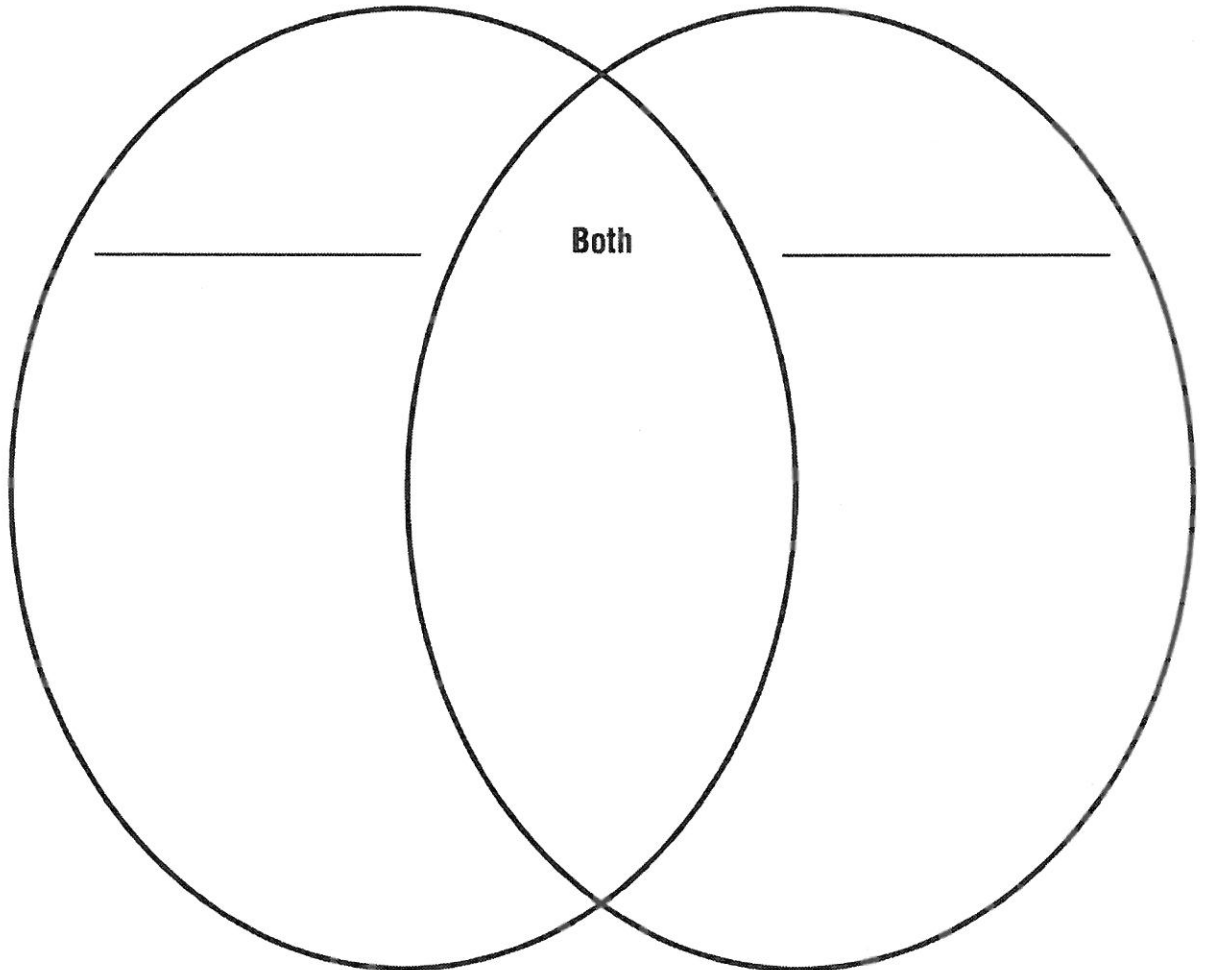
Cause	Effect



Name \_\_\_\_\_ Date \_\_\_\_\_

**Venn Diagram:** \_\_\_\_\_

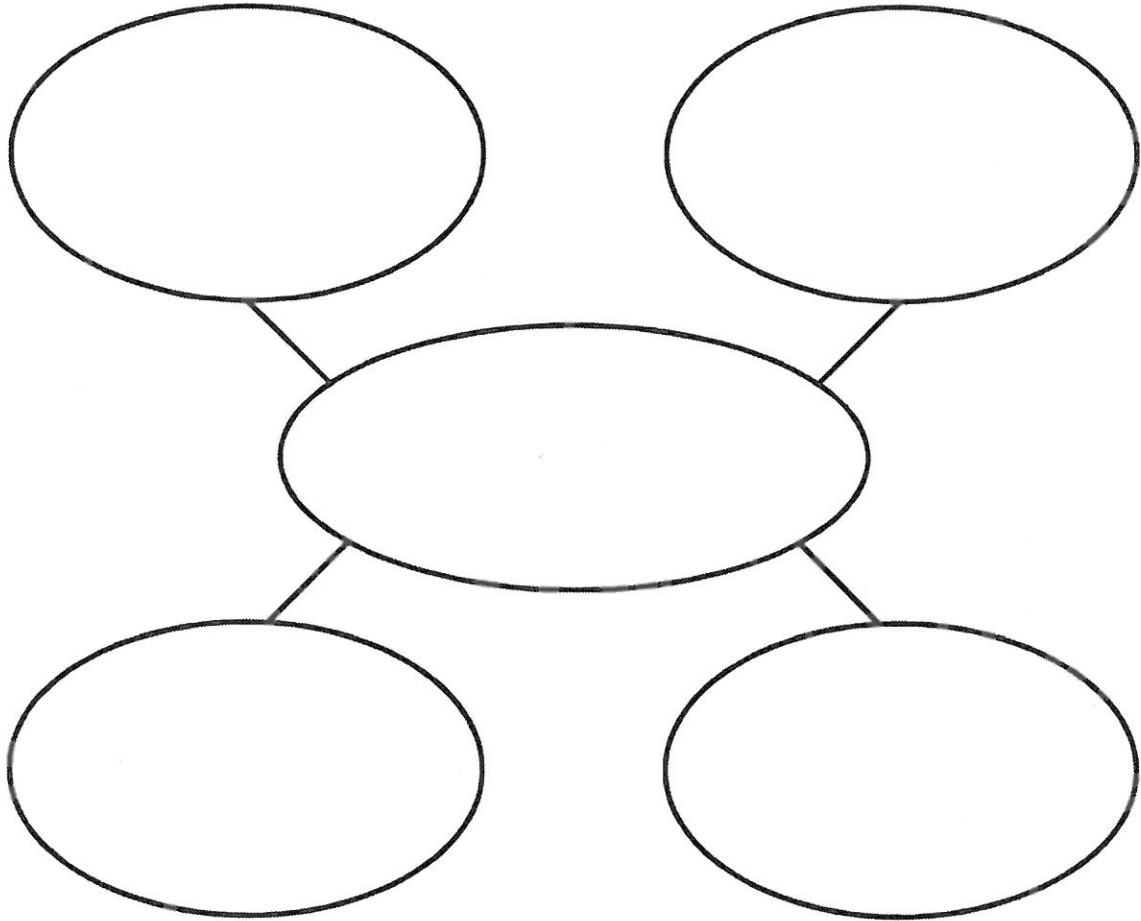
**Title or Topic** \_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

**Web:** \_\_\_\_\_

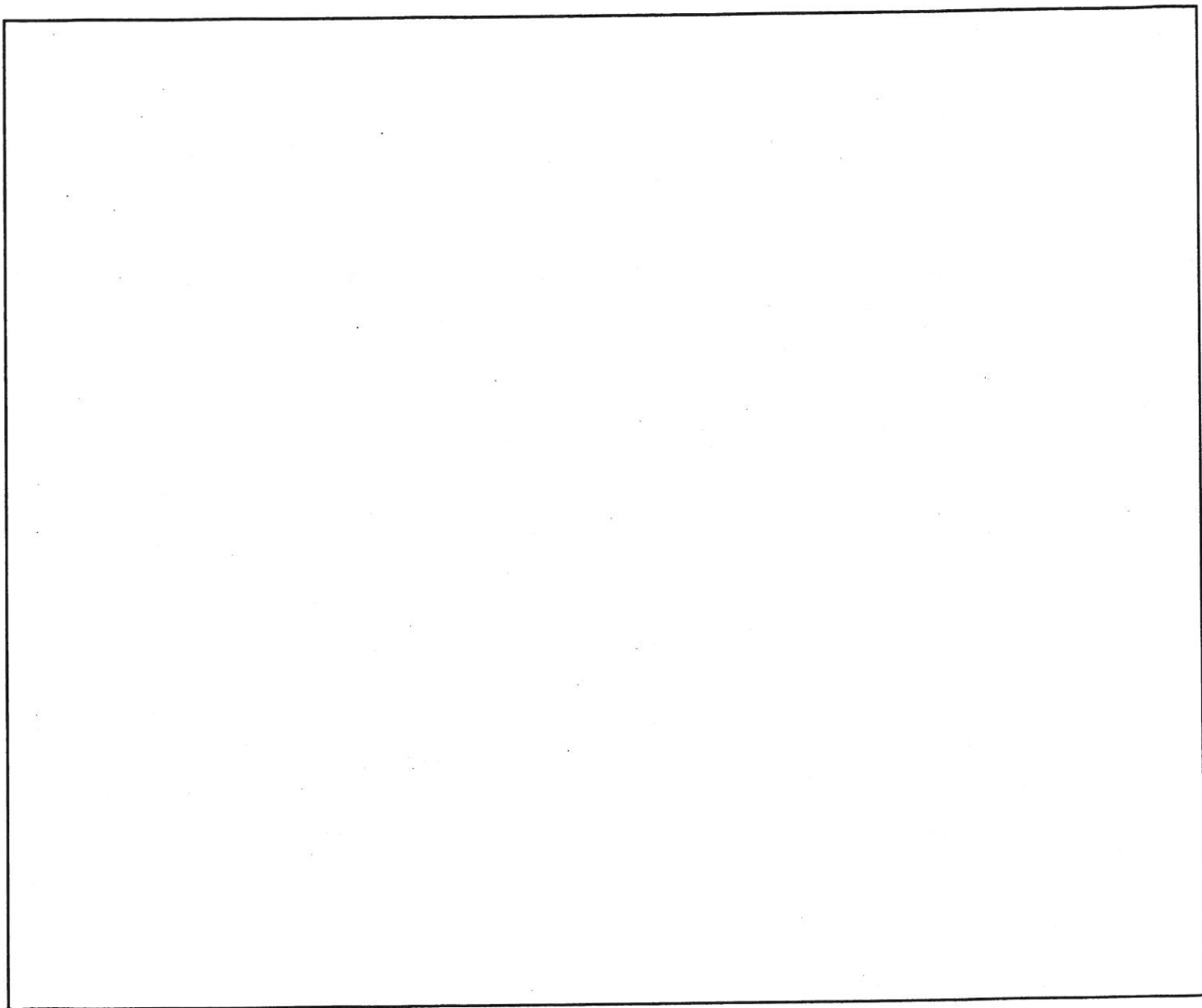
**Title or Topic** \_\_\_\_\_



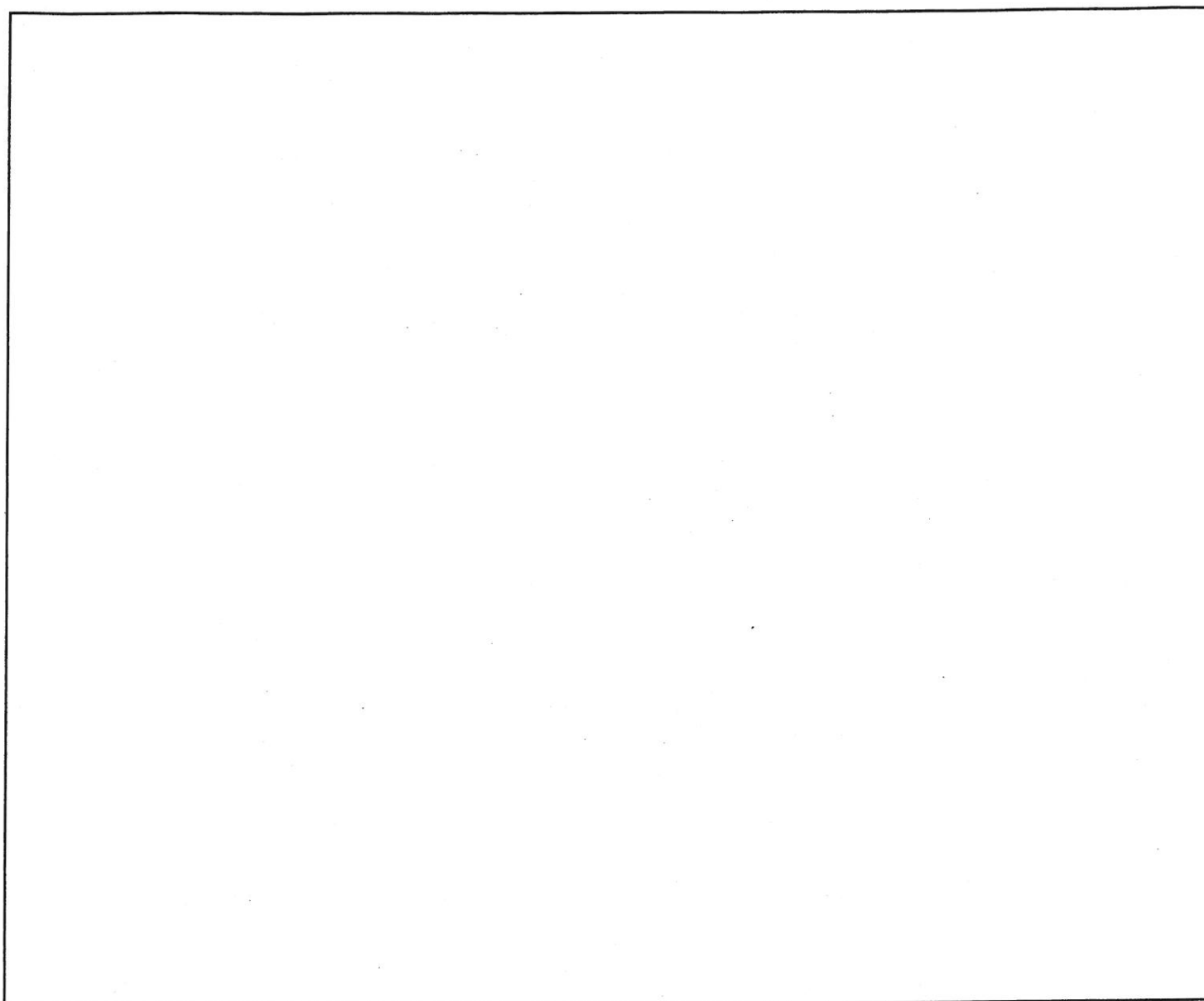


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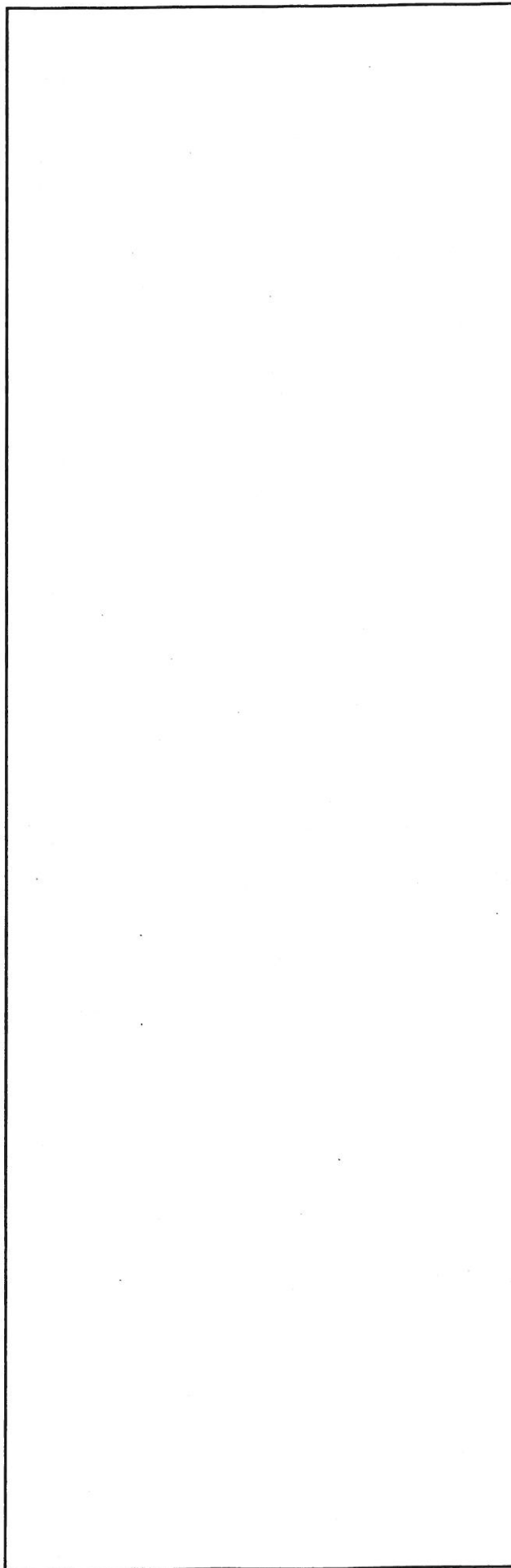
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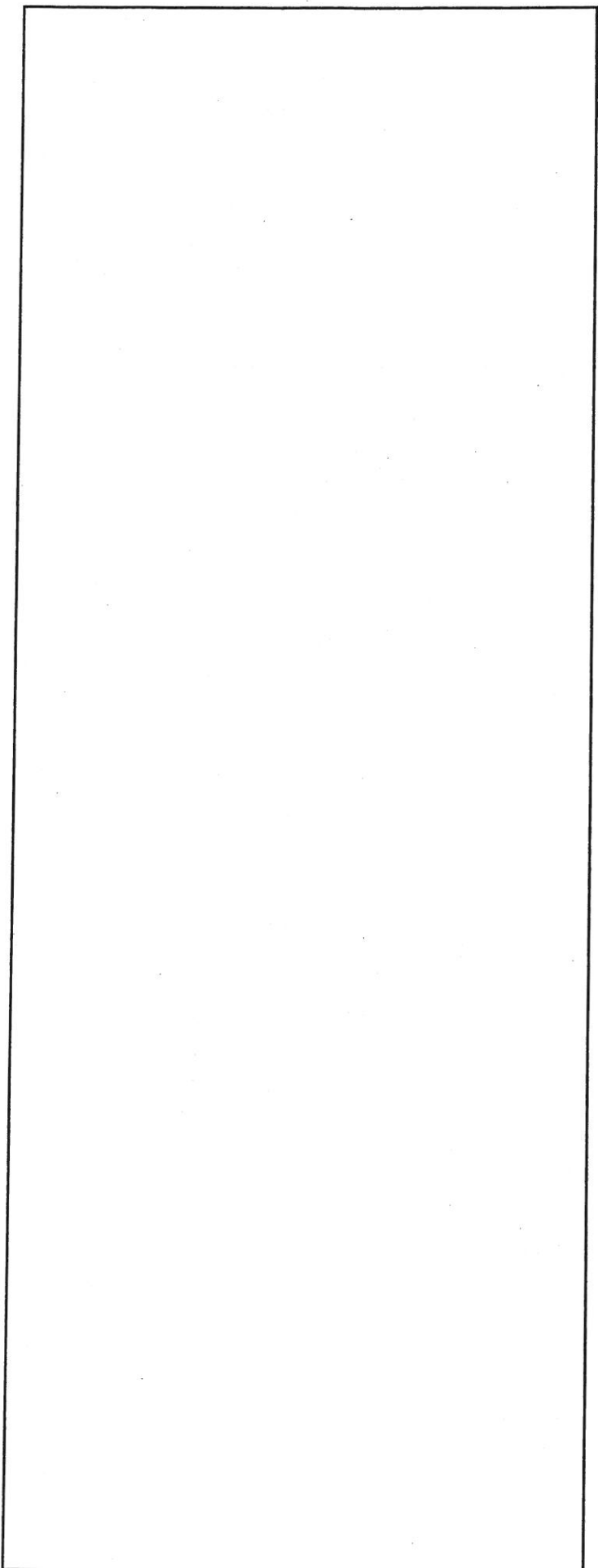


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Name \_\_\_\_\_

Date \_\_\_\_\_



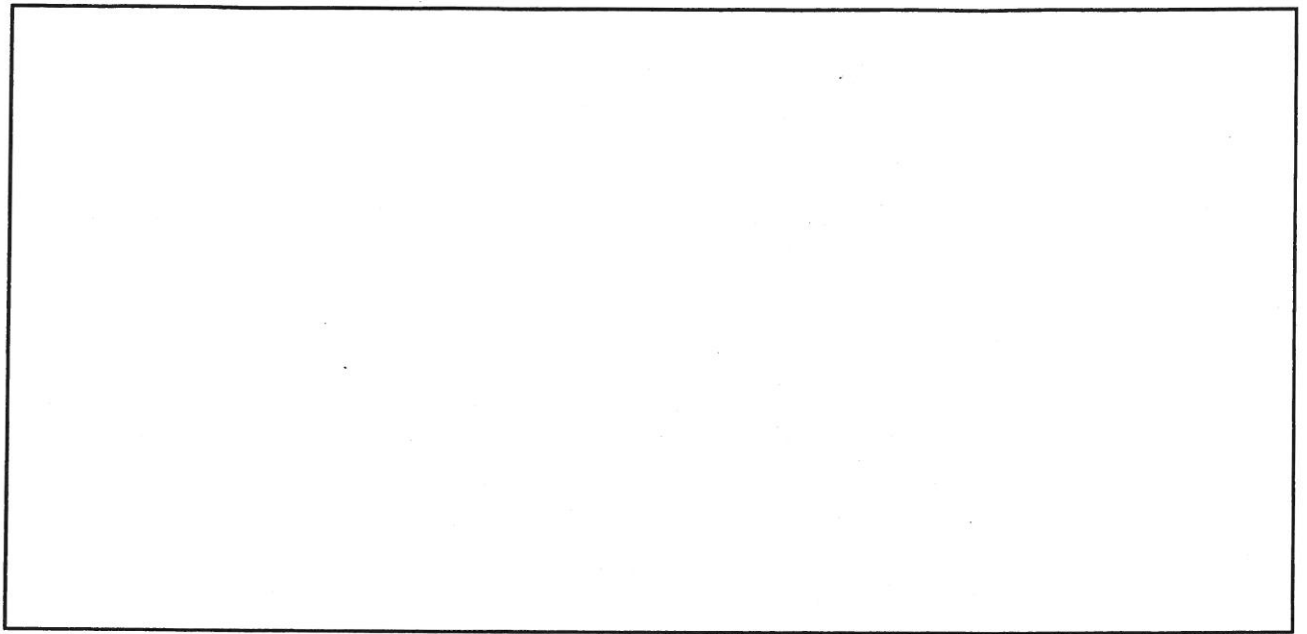
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Name \_\_\_\_\_ Date \_\_\_\_\_



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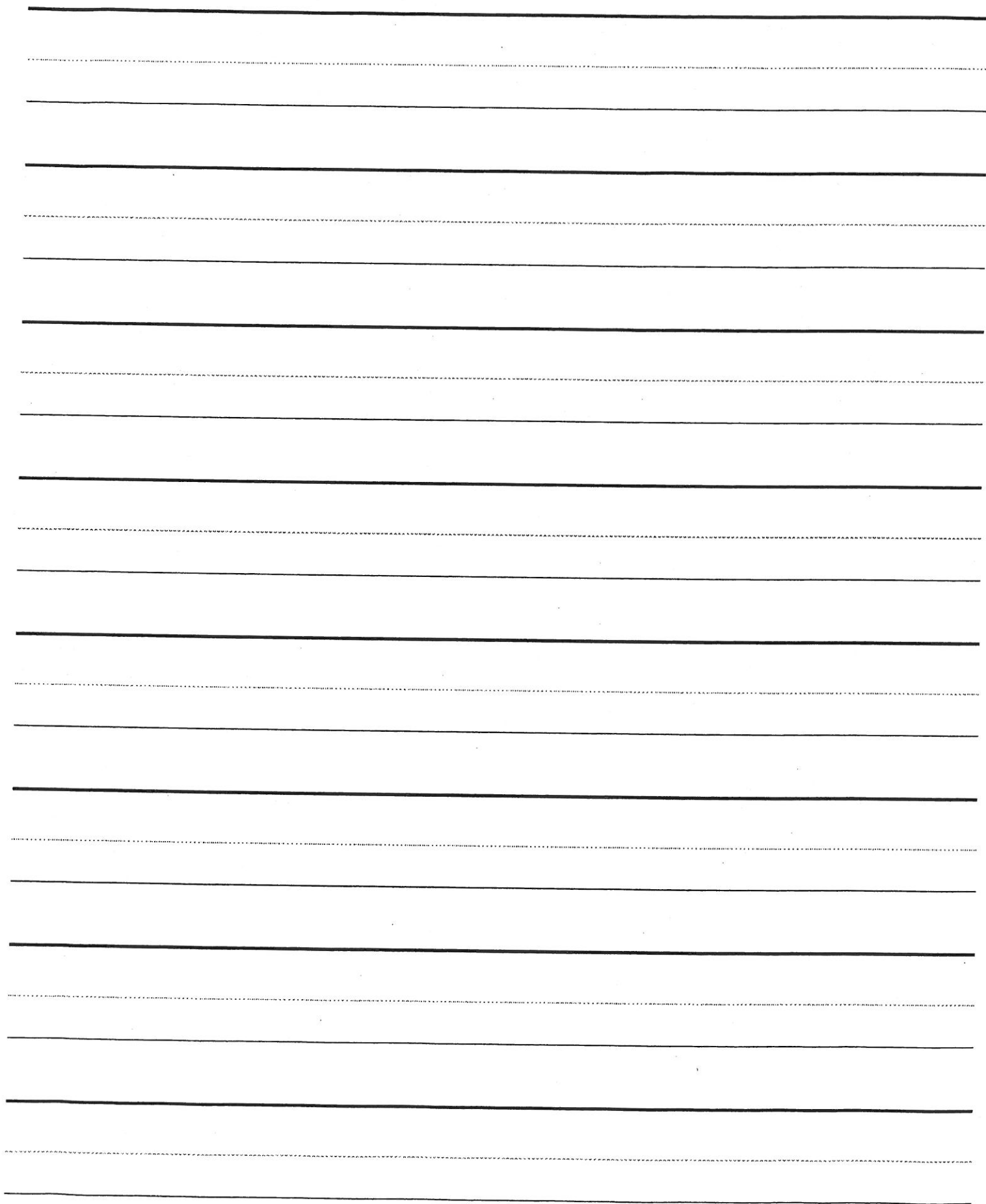
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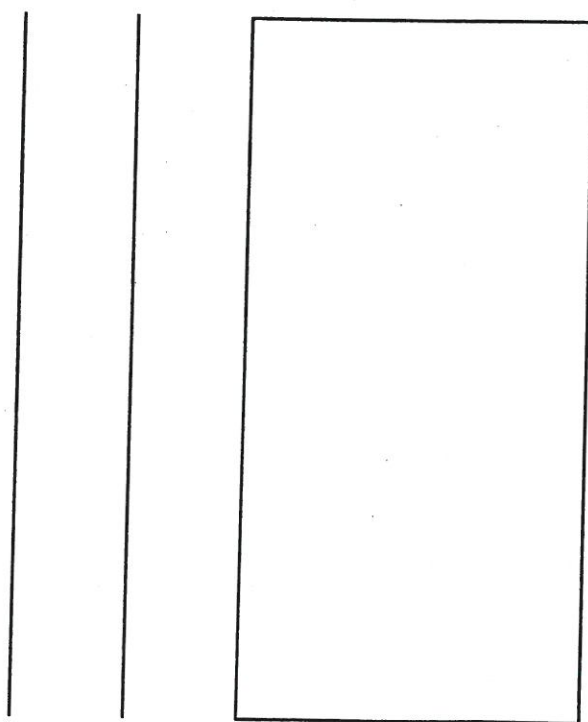
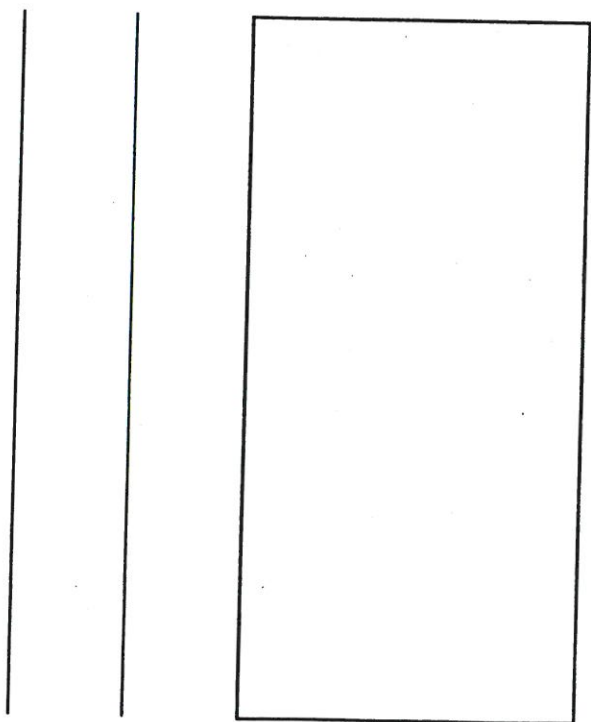
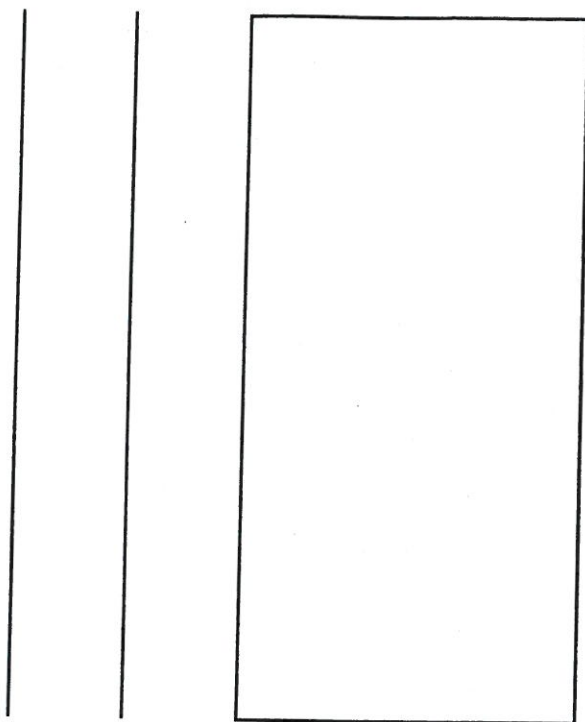
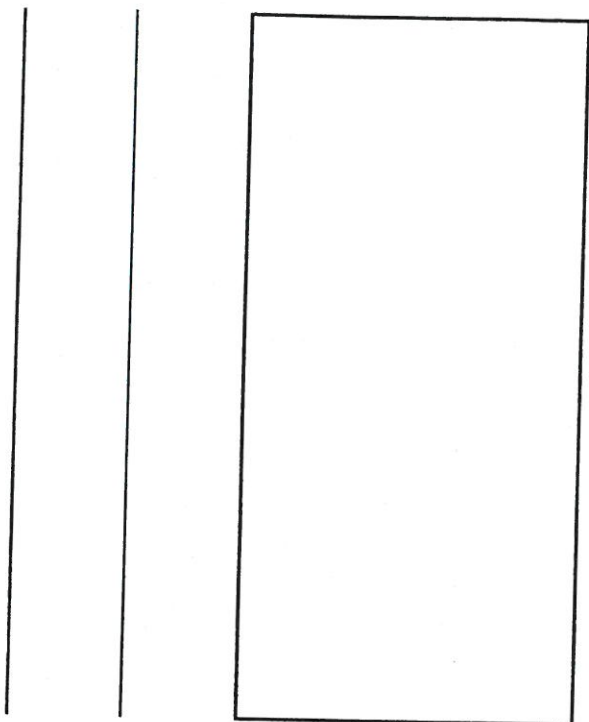
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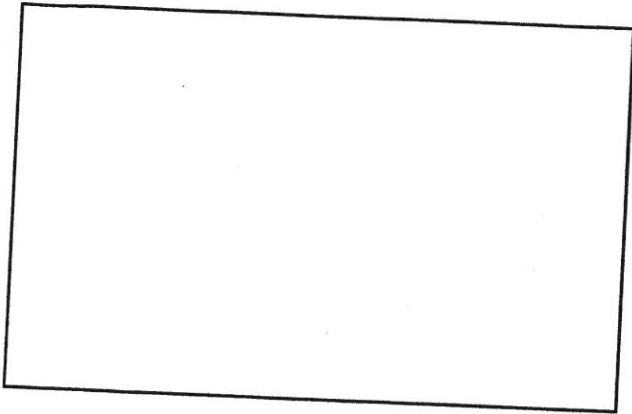
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Name \_\_\_\_\_ Date \_\_\_\_\_

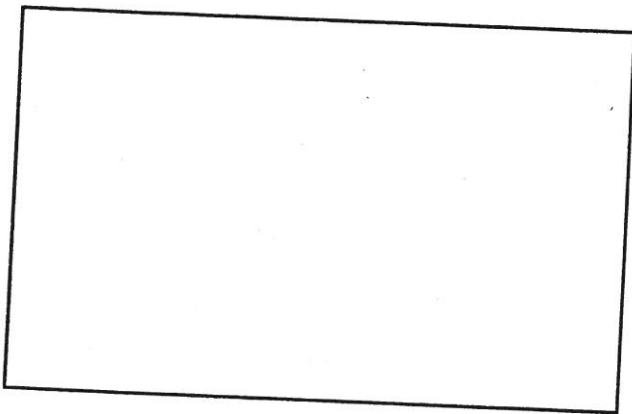
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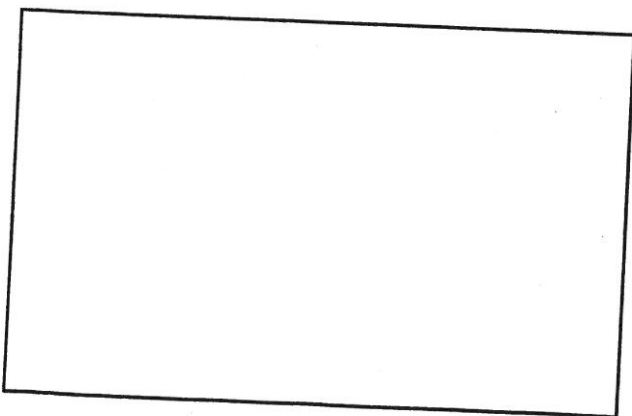




1. \_\_\_\_\_  
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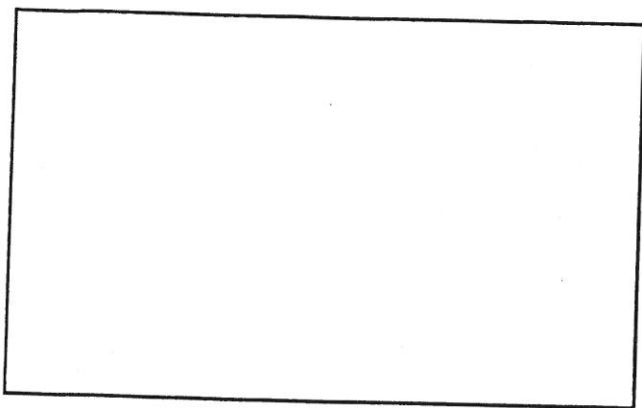
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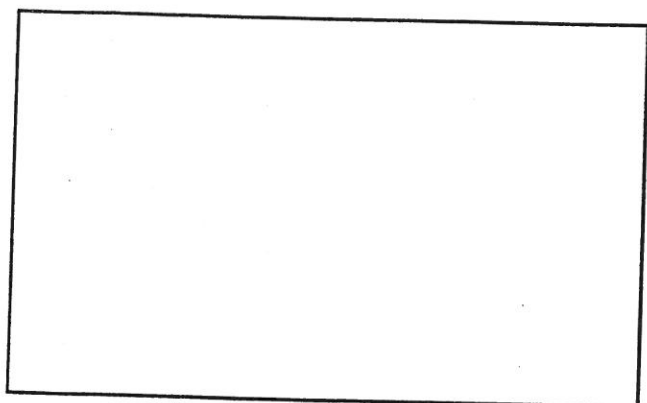
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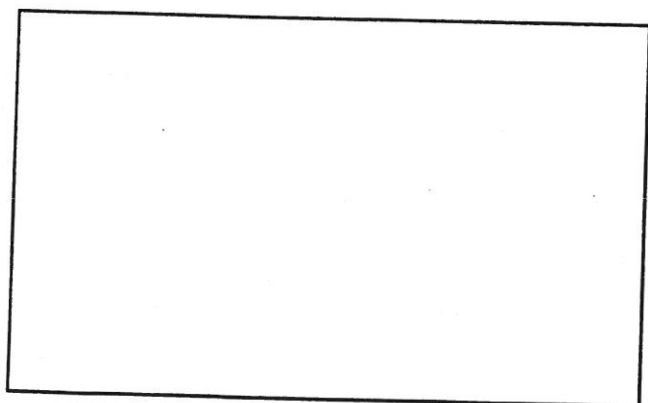
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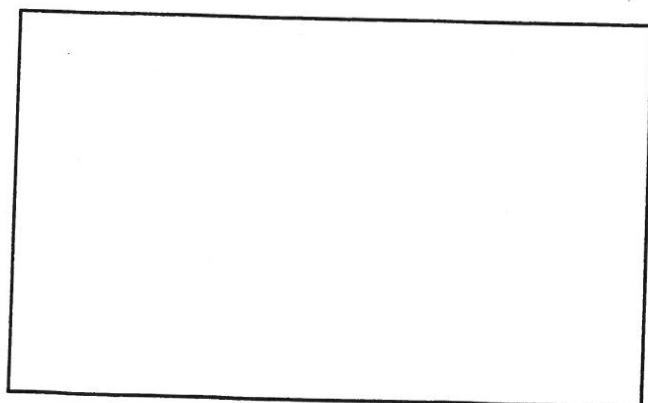
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2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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4. \_\_\_\_\_  
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